

| | | | | |
|------------|--------------------------------|------------------------------|---|--------------------|
| KS2 | Vocabulary and Opinions | Manipulating Language | Accuracy in Grammar and Spelling | |
| KS3 | Vocabulary and Opinions | Manipulating Language | Accuracy in Grammar and Spelling | Time Frames |

French Progression Model - Year 7

| | | |
|--|---|---|
| Module Title: Myself, Family and Friends | Module Title: My School and Work | Module Title: Customs, Traditions and Parties |
| Learning Intent for this module: <ul style="list-style-type: none"> To support pupils coming from primary schools who may never have studied French and need a basic introduction. To allow pupils to begin to build their knowledge and be able to communicate about themselves in the target language. To ensure pupils become familiar with basic yet high frequency verb formations. To learn basic classroom vocabulary, allowing students to speak in target language from an early stage, and understand basic instructions from the teacher. | Learning Intent for this module: <ul style="list-style-type: none"> To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language. To ensure each topic builds on the previous. To allow opportunities to revisit key grammatical structures and skills. To exchange basic information on the themes of school and work, which are topics containing many cognates making them ideal topics for new learners. | Learning Intent for this Module: <ul style="list-style-type: none"> To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language. To exchange basic information on the themes of food, a sub-topic containing many cognates. This is a useful topic for students who will have the opportunity to visit the country. To ensure each topic builds on the previous. To allow opportunities to revisit key grammatical structures and skills. To introduce life in Spain and familiarise pupils about Hispanic culture. To revisit the topic of school and develop further by considering uniform and other clothes as well as eating habits in the school day. |
| Key Content to be learned: <p>Greetings; personal information – name, age, birthday, numbers 1- 31; dates; days of week; French alphabet; classroom language- asking permission / help; classroom items. Countries and capitals; nationality; address; family & pets; personal description; character description.</p> <p>At the end of this module, pupils will be able to:</p> <ul style="list-style-type: none"> Understand basic classroom commands. Greet and take leave of someone. Give and request simple personal information. Ask for and give spellings. Say the alphabet in French. Begin to identify the phonics... a / é-er-es-ez-et / an-am-en-em / oi / o / gn Recognise and count numbers 1-31. Identify and ask for classroom objects, using correct indefinite article and various positive / negative phrases. Start to use a dictionary to find out the meaning / gender of words they do not know. Give a short presentation about themselves, joining sentences together with connectives. Be able to state country they live in and their nationality. | Key content to be learned: <p>School subjects; likes / dislikes and simple opinions; time; describing school timetable; describing school; modes of transport and saying how you get to school; talking about mealtimes and what you eat. Jobs / payment / opinion; weekend work and opinions; job opportunities; advantages / disadvantages of jobs; personal qualities - suitability of jobs. Domestic chores – done by self and others.</p> <p>At the end of this module, pupils will be able to:</p> <ul style="list-style-type: none"> Begin to identify the phonics... eu-oe-oeu / e / i-y Exchange information about how to get to school, school timetable, using days of the week and times. Express likes / dislikes with regard to school subjects and give simple reasons why. Understand others speaking / writing about their preferences. Be able to tell the time and say at what time they have lessons. Understand written / spoken descriptions of the school. Increase knowledge of classroom commands. Further develop reading skills. Give and request information on activities in school. | Key Content to be learned: <p>Drink and snack vocabulary; ordering food / drinks in café; numbers to 5000; healthy diet; meal times – talking about meals; parts of body; saying how you feel; illnesses and remedies – in the chemists; French fiestas; buying food for party – more food vocab, measures. Clothes – vocabulary items, materials, style, opinions and reasons. Buying clothes – sizes, prices, asking for alternatives. Describing school uniform - opinions; ideal school uniform.</p> <p>At the end of this module, pupils will be able to:</p> <ul style="list-style-type: none"> Begin to identify the phonics... g / ch Express feelings – hunger / thirst etc. Order food / drink in café. Recite numbers from 100 – 5000. Ask for the bill / question it. Exchange information about meal times / routine / healthy eating / The body – health problems – symptoms and remedies. Give simple opinions about food they like/dislike and reasons why. Exchange information about buying clothes. Ask for different sizes. Give opinions. |

| | | |
|--|---|---|
| <ul style="list-style-type: none"> • Understand physical and character descriptions of self and others. • Be able to speak and write about family, friends and pets. • Understand and respond to descriptions of family members <p>Key Linguistic Content:</p> <ul style="list-style-type: none"> • Present Tense for some irregular verbs – avoir /être. • Classroom instructions and request for permission. • Question words. • Indefinite articles. • Pronunciation rules. • Plurals. • First and third person singular and third person plural of regular verbs • possessive adjectives • Key irregular verbs relating to this topic • definite article • agreement of adjectives • intensifiers • numbers 1-100 | <ul style="list-style-type: none"> • Exchange information about travel to place of work: times, means of transport, duration of journey. • Make a phone call and ask to speak to someone. • Leave a phone message: name, tel. no., time to call back. • Exchange information about weekend jobs. • Exchange information / opinions about advantages and disadvantages of different jobs; wages, conditions, prospects. • Exchange information about household chores. • Exchange information about pocket money. <p>Key Linguistic Content:</p> <ul style="list-style-type: none"> • expressing likes, dislikes and preferences • key regular irregular present tense verbs in this topic • adverbs of frequency • asking questions • Immediate future. • Conditional tense – preference verbs. • Key verbs using the present tense to refer to the future time frame (e.g. I intend to +infinitive) | <ul style="list-style-type: none"> • Compare sizes / prices. • Ask prices. • Describe uniform. • Exchange information about French fiestas. • Revision of personal information in context of meeting people at a party. <p>Key Linguistic Content:</p> <ul style="list-style-type: none"> • direct object pronouns with things • expressions of quantity • disjunctive pronoun with preposition • parts of the body • Agreement of adjectives. • Possessive adjectives. • Demonstrative adjectives and pronouns. • Present Tense • Question Words. |
| <p>Key tasks for this module:</p> <p>Module 1 Myself, family and friends- Greetings & Introductions</p> <ul style="list-style-type: none"> • Key Task 1- Listening, Reading and Translation • Key Task 2- Speaking • Key Task 3- Writing | <p>Key tasks for this module:</p> <p>Module 1 Myself, Family & friends/Module 2 School and Work</p> <ul style="list-style-type: none"> • Key Task 1- Listening and Reading • Key Task 2- Translation • Key Task 3- Writing | <p>Key tasks for this module:</p> <p>Module 1 Myself, Family & friends/Module 2 School and Work/Module 3 Customs, Traditions and Parties</p> <ul style="list-style-type: none"> • Key Task 1- Listening, Reading and Translation • Key Task 2- Speaking • Key Task 3- Writing |

French Progression Model - Year 8

| Module Title: My Home & Local Environment | Module Title: My Environment and Free Time | Module Title: Free time and Travel |
|---|---|---|
| <p>Learning Intent for this module:</p> <ul style="list-style-type: none"> To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language. To ensure each topic builds on the previous. To allow opportunities to revisit key grammatical structures and skills. To enable pupils to exchange information about their home and local area. This develops and extends from the Y7 topics i.e. description and giving personal information. To introduce comparatives which are useful to add detail and complexity to their writing and speaking. To increase their knowledge of Spain and French speaking countries. | <p>Learning Intent for this module:</p> <ul style="list-style-type: none"> To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language. To ensure each topic builds on the previous. To allow opportunities to revisit key grammatical structures and skills. To enable pupils to exchange information about Free Time activities and to deepen their description of their own environment. To allow pupils the opportunity to become confident using modal verbs. To practise using the conditional and future tenses. | <p>Learning Intent for this Module:</p> <ul style="list-style-type: none"> To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language. To ensure each topic builds on the previous. To allow opportunities to revisit key grammatical structures and skills. To enable pupils to exchange information about Free Time activities, building on what they have seen in previous modules. To develop the 3 time frames. Free Time is an ideal topic to study and practise tenses as the vocabulary is relatively simple, contains lots of cognates and builds on previous themes. |
| <p>Key Content to be learned:</p> <p>Present tense – regular verbs; types of dwellings; rooms of house (in and out); description of own house and opinions; names of rooms; describing bedroom. Prepositions – saying where things are. Daily routine – reflexive verbs – of self and others – a.m. and p.m. Places in centre; points of compass; saying where you’re going; saying where things are; describing town and local area; talking about the weather and seasons.</p> <p>At the end of this module, pupils will be able to:</p> <ul style="list-style-type: none"> Identify the phonics... a / é-er-es-ez-et / an-am-en-em / oi / o / gn Exchange information about different houses Describe rooms – particularly the bedroom. Learn the present tense for regular verbs. Describe where things are in the house. Exchange information about daily routine. Ask and say where things are. Describe a town or city. Describe the weather during various seasons. <p><u>Key Linguistic Content:</u></p> <ul style="list-style-type: none"> Opinions Irregular verbs key to this topic. Prepositions. Question words. Reflexive verbs. Conditional Tense of preference words Immediate future. Conditional. | <p>Key content to be learned:</p> <p>Asking for help; asking for various items; revision of finding the way – directions; question words and asking questions. Problems facing the environment; finding way – directions. Sports; saying what sports you and others do / don’t do; other free time activities – use of regular and some irregular verbs; saying what you are going to do; household chores; future and immediate future.</p> <p>At the end of this module, pupils will be able to:</p> <ul style="list-style-type: none"> Identify the phonics... a / é-er-es-ez-et / an-am-en-em / oi / o / gn ll / t / c-k-q-qu / e Understand others speak about their hobbies and describe their free time activities in both speaking and writing activities. Say what they want to do and are going to do. Say what they enjoy doing and why. Exchange information about plans for the weekend. Understand directions given in French. Exchange information in the tourist office. Discuss problems facing the environment. <p><u>Key Linguistic Content:</u></p> <ul style="list-style-type: none"> Preference words in present and future + infinitive present continuous tense modal verbs interjections subject pronouns immediate future Imperative- directions | <p>Key Content to be learned:</p> <p>T.V. programmes and types of films; types of music; arranging to meet. Invitations – asking friends to come and stay; telephone calls; places in station – vocab and consolidation of prepositions; reading train timetables – 24 hr. Clock; buying tickets; asking for travel information. Grammar- in depth exploration of present, past and future tenses.</p> <p>At the end of this module, pupils will be able to:</p> <ul style="list-style-type: none"> Identify the phonics... ll / t / c-k-q-qu / e g-j / on-om / an-am-en-em / é-er-es-ez-et Invite others to do an activity with them. Arrange to meet. Make a phone call to invite a friend to stay / go on holiday, including details of destination, time, how to travel. Buy tickets to travel buy train. Arrange dates & times to meet. Exchange information at the train station Use present tense Use past tense- preterite and some imperfect Use future tenses- including conditional <p><u>Key Linguistic Content:</u></p> <ul style="list-style-type: none"> Conditional of impersonal verbs Prepositions Modal verbs Impersonal verbs Adjective agreement Present tense Revision of question words. Imperatives – revision. Comparatives |

| | | |
|---|---|--|
| <ul style="list-style-type: none"> • Revision of question words. • Comparatives – revision. • Past tenses | | <ul style="list-style-type: none"> • Past tenses • Immediate future |
| <p><u>Key tasks for this module:</u></p> <p>Building on Y7 M1-3/ Module 1-My Home and local environment</p> <ul style="list-style-type: none"> • Key Task 1- Listening, Reading and Translation • Key Task 2- Speaking • Key Task 3- Writing | <p><u>Key tasks for this module:</u></p> <p>Building on Y7 M1-3/ Module 1-My Home and local environment/Module 2- My Environment and Free Time</p> <ul style="list-style-type: none"> • Key Task 1- Listening and Reading • Key Task 2- Speaking • Key Task 3- Writing | <p><u>Key tasks for this module:</u></p> <p>Building on Y7 M1-3/ Module 1-My Home and local environment /Module 2- My Environment and Free Time/Module 3- Free Time and Travel</p> <ul style="list-style-type: none"> • Key Task 1- Listening, Reading and Translation • Key Task 2- Speaking • Key Task 3- Writing |

French Progression Model - Year 9

| | | |
|---|--|---|
| Module Title: Travel and tourism | Module Title: Encanto | Module Title: Coco |
| Learning Intent for this module: <ul style="list-style-type: none"> To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language. To ensure each topic builds on the previous. To allow opportunities to revisit key grammatical structures and skills. To further develop understanding and knowledge of this topic by revisiting the basics and moving forward to cover higher level vocab and structure. This is an excellent transition topic as pupils start to develop linguistic range at a higher level than Y7 and Y8 through familiar vocabulary and language in a new context. To secure and master the present tense before consolidating past and future tenses. | Learning Intent for this module: <ul style="list-style-type: none"> To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language. To ensure each topic builds on the previous. To allow opportunities to revisit key grammatical structures and skills. To further develop understanding and knowledge of this topic by revisiting the basics and moving forward to cover higher level vocab and structure. Pupils will continue to build their linguistic range at a higher level than Y7 and Y8. | Learning Intent for this Module: <ul style="list-style-type: none"> To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language. To ensure each topic builds on the previous. To allow opportunities to revisit key grammatical structures and skills. To further develop understanding and knowledge of this topic by revisiting the basics and moving forward to cover higher level vocab and structure. This is an excellent transition topic as pupils start to develop linguistic range at a higher level than Y7 and Y8. To follow on from free time activities – shopping is a free time activity and clothes worn for various activities. Media / technology develops from the previous topic of free time activity as many young people spend much free time on new technologies. To highlight cultural traditions and free time activities from the foreign country studied. |
| Key Content to be learned: <p>Preferences with regard to holidays – holiday destinations; time of year (seasons); revision and amplification of countries; revision of transport and reasons for preference; weather phrases and forecasts; holiday activities vocab. Holiday vocabulary and structures in past and future tenses.</p> <p>At the end of this module, pupils will be able to:</p> <ul style="list-style-type: none"> Identify the phonics... g-j / on-om / an-am-en-em / é-er-es-ez-et To exchange information about preferences with regard to holiday, a past holiday and future hopes: Where Who with How long Time of year (seasons) Mode of transport & reasons for preference Factors important / not important Preferred activities while on holiday To exchange information about the weather To ask for and give opinions about means of transport To revise and expand knowledge of names of countries To revise ways of expressing opinions and preferences Understanding and talking about places of interest in a town Exchanging opinions about towns / places of interest Key Linguistic Content: <ul style="list-style-type: none"> Conditional of impersonal verbs Revision of question words. | Key content to be learned: <p>Free time Activities Discuss hobbies and free time activities.</p> <p>At the end of this module, pupils will be able to:</p> <ul style="list-style-type: none"> Identify the phonics... j / ge / gi / ga / go / gu / u / ch / i.- change to ensure full coverage. Key Linguistic Content: <ul style="list-style-type: none"> | Key Content to be learned: <p>Trends</p> <p>At the end of this module, pupils will be able to:</p> <ul style="list-style-type: none"> Identify the phonics... L / d / r / d / qu / ca / co / cu / k / b / v / ce / ci / z / e / ñ- change to ensure full coverage. Key Linguistic Content: |

| | | |
|---|---|--|
| <ul style="list-style-type: none"> • Imperatives – revision. • Comparatives – revision. • Past tenses • Immediate future • Weather expressions in all 3 tenses. | | |
| <p><u>Key tasks for this module:</u></p> <p>Building on Y7- Y8/ Module 1-Travel and Tourism</p> <ul style="list-style-type: none"> • Key Task 1- Listening, Reading and Translation • Key Task 2- Speaking • Key Task 3- Writing | <p><u>Key tasks for this module:</u></p> <p>Building on Y7- Y8/ Module 1-Travel and Tourism/ Module 2- Encanto</p> <ul style="list-style-type: none"> • Key Task 1- Listening and Reading • Key Task 2- Speaking • Key Task 3- Writing | <p><u>Key tasks for this module:</u></p> <p>Building on Y7- Y8/ Module 1-Travel and Tourism/ Module 2- Encanto/ Module 3- Coco</p> <ul style="list-style-type: none"> • Key Task 1- Listening, Reading and Translation • Key Task 2- Speaking • Key Task 3- Writing |

French Progression Model - Year 10

| Module Title: Culture and Identity | Module Title: Leisure and Trends | Module Title: Travel, House, Home and Local Area |
|--|--|---|
| Learning Intent for this module: <ul style="list-style-type: none"> To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language. To ensure each topic builds on the previous. To allow opportunities to revisit key grammatical structures and skills. To further develop understanding and knowledge of this topic by revisiting the basics and moving forward to cover higher level vocab and structure. This is an excellent GCSE bridging unit, revisiting the basics of the topic and moving forward to cover higher level vocab and structure. To revisit and develop grammar knowledge and understanding by revisiting all three time frames. | Learning Intent for this module: <ul style="list-style-type: none"> To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language. To ensure each topic builds on the previous. To allow opportunities to revisit key grammatical structures and skills. To further develop understanding and knowledge of this topic by revisiting the basics and moving forward to cover higher level vocab and structure. This topic continues to basics of the topic seen at KS3 before moving forward to cover higher level vocab and structure. To continue to widen understanding of topic of leisure and to strengthen understanding of all three time frames. | Learning Intent for this Module: <ul style="list-style-type: none"> To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language. To ensure each topic builds on the previous. To allow opportunities to revisit key grammatical structures and skills. To further develop understanding and knowledge of this topic by revisiting the basics (seen at KS3) and moving forward to cover higher level vocab and structure. To study the topic of hometown follows topic of holidays very well. Having described a holiday village pupils go on to study the topic of house and where it is, and then go on to develop descriptions of home town where the house is. |
| Key Content to be learned: Revisit and develop the topics of describing yourself, family, relationships, future plans and free time. At the end of this module, pupils will be able to: <ul style="list-style-type: none"> Identify the phonics... a / é-er-es-ez-et / an-am-en-em / oi / o / gn Revisit and develop personal ID and relationships Future plans Key vocabulary on introducing yourself e.g. alphabet, numbers, months, nationalities Talking about your physical appearance, personality (and that of others) Key vocabulary on family Describing how well you get on with family / friends Animals Future plans Opinions regarding marriage / partnerships Ideal partner Arguments for and against marriage Say what sport and hobbies they do Describe favourite hobby Describe future hobbies Key Linguistic Content: <ul style="list-style-type: none"> present tense possessive adjectives Quantifiers Past tense to describe what you used to look like / be like adjective agreement and position rules reflexive verbs: comparatives | Key content to be learned: Hobbies and free time- including past tense free time, music, TV, cinema and making arrangements. Talking about trends including- shopping, clothes, food, restaurants, new technologies. Customs, festivals and celebrations. At the end of this module, pupils will be able to: <ul style="list-style-type: none"> Identify the phonics... eu-oe-oeu / e / i-y g / ch / in-im-ain-aim-ein-eim-yn-ym / oin / r-rr Say what they have done in free time. Say what they will do next weekend Arrange to go out Explain that they can't do something Discuss TV, cinema and music Exchange information about shopping for clothes Talk about fashion and trends Shop for food Exchange information about eating out Discuss technology in everyday life Talk about new technology Discuss customs and festivals in French-speaking countries/ communities Key Linguistic Content: <ul style="list-style-type: none"> Verbs of preference + infinitive time expressions creating longer sentences negatives | Key Content to be learned: Travel and Tourism- Holiday preferences, detailed descriptions of past and future holidays. Home, town, neighbourhood and region. Daily routine, chores and directions. At the end of this module, pupils will be able to: <ul style="list-style-type: none"> Identify the phonics... a / é-er-es-ez-et / an-am-en-em / oi / o / gn eu-oe-oeu / e / i-y Preferences with regard to holidays (holiday destinations; time of year & seasons) Revision and amplification of countries; Revision of transport and reasons for preference Weather phrases and forecasts; Holiday activities vocab Cover holidays in all 3 time frames. Describing a hotel –the Imperfect: name, situation, description, facilities and activities available. Describe floor plan and rooms in the house Justify opinions Describe activities done in the rooms of the house (in present/past and future tenses) Describe the town / city they live in Give advantages and disadvantages of where they live Describe where they used to live and where they live now Give location of their ideal home Describe a town Give and understand basic directions Key Linguistic Content: <ul style="list-style-type: none"> consolidation of past and imperfect tenses sequencing words, expressions and phrases |

| | | |
|---|--|---|
| <ul style="list-style-type: none"> • adverbs of frequency • direct object pronouns • interrogatives • Gerund • revision of future tenses to outline future plans • direct and indirect object pronouns | <ul style="list-style-type: none"> • present tense • Past tenses • Expressing opinions • Future tense / near future • Using question words • Using modal verbs • Using plural nouns with likes and dislikes • If clauses • Adjective agreements (colours, singular and plural) • Use of articles and object pronouns • Use of pronouns after prepositions • Emphatic pronouns • The conditional tense of verbs of preference • Quantities • disjunctive pronouns • Justifying your opinions • Comparisons | <ul style="list-style-type: none"> • developing greater complexity in spoken and written accounts of past events or experiences • possessive pronouns mon etc. • Perfect tense • Imperfect tense • Future tense • Creating detailed sentences • Subordinate clauses • Use prepositions • Use relative clauses • Expressing & justifying opinions • Justifying opinions • Conditional tense • Use comparisons • demonstrative adjectives • interrogatives |
| <p><u>Key tasks for this module:</u> Building on KS3/ Module 1- Culture and Identity</p> <ul style="list-style-type: none"> • Key Task 1- Listening • Key Task 2- Reading • Key Task 3- Speaking • Key Task 4- Writing | <p><u>Key tasks for this module:</u> Building on KS3/ Module 1- Culture and Identity/ Module 2- Leisure and Trends</p> <ul style="list-style-type: none"> • Key Task 1- Listening • Key Task 2- Reading • Key Task 3- Speaking • Key Task 4- Writing | <p><u>Key tasks for this module:</u> Building on KS3/ Module 1- Culture and Identity/ Module 2- Leisure and Trends/ Module 3- Travel, House, Home and Local Area.</p> <ul style="list-style-type: none"> • Key Task 1- Listening • Key Task 2- Reading • Key Task 3- Speaking • Key Task 4- Writing |

French Progression Model - Year 11

| Module Title: Social and Global Issues/ School and Work | Module Title: School and work/ Revision Programme | Module Title: Exam Strategy and Preparation |
|--|--|--|
| <p>Learning Intent for this module:</p> <ul style="list-style-type: none"> To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language. To ensure each topic builds on the previous. To allow opportunities to revisit key grammatical structures and skills. To further develop understanding and knowledge of this topic by revisiting the basics and moving forward to cover higher level vocab and structure. To study the topic of global issues which has been touched on as part of local environment in previous years. This is a sophisticated and mature topic which is suitable to year 11 as well as building on previous foundations. To study the topic of school and pressures in schools which is very appropriate as the pupils prepare to take their exams and mocks are this term. | <p>Learning Intent for this module:</p> <ul style="list-style-type: none"> To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language. To study the topic of future ambitions is very appropriate as the pupils prepare to take their option choices for post 16 education To allow opportunities to revisit key grammatical structures and skills. To revise themes 1-3. To revision and study all themes and skills simultaneously to mirror the GCSE exam and fully prepare students, allowing them to identify their personal areas of weakness to help focus their revision. | <p>Learning Intent for this Module:</p> <ul style="list-style-type: none"> To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language. To allow opportunities to revisit key grammatical structures and skills. To consider exam strategy and technique. |
| <p>Key Content to be learned:</p> <p>Global Issues- The environment, poverty and homelessness, charity and volunteer work and health. Describing school life and post-16 educational ambitions.</p> <p>At the end of this module, pupils will be able to:</p> <ul style="list-style-type: none"> Identify the phonics... g / ch / in-im-ain-aim-ein-eim-yn-ym / oin / r-rr a / é-er-es-ez-et / an-am-en-em / oi / o / gn eu-oe-/ oeu / e / i-y / g / ch / in-im-ain-aim-ein-eim-yn-ym / oin / r-rr Discuss being environmentally friendly within the home and local area Discuss world issues Discuss environmental problems Understand news stories Talk about problems in their area Talk about environmental projects Discuss problems facing those in poverty Discuss problems facing the homeless. Talking about food and drink Describe parts of the body and saying where it hurts Vocabulary on parts of the body Talk about a healthy lifestyle Discuss addiction and other problems Discussing ideas for improving health (e.g. better diet, more exercise, less stress). Talk about their school day Express and justify opinions Talk about what they wear for school Talk about schools, comparing schools in England and Spain | <p>Key content to be learned:</p> <p>The world of work and future ambitions. Revision and Preparation for Assessment</p> <p>At the end of this module, pupils will be able to:</p> <ul style="list-style-type: none"> Revise vocabulary, grammar, phonics, skills and strategy Practise exam style questions Discuss what school is like, pressures and problems Discuss intentions for higher and further education Talk about future plans Talk about part-time jobs Discuss different jobs Apply for jobs Talk about work experience Give advantages and disadvantages of different jobs <p><u>Key Linguistic Content:</u></p> <ul style="list-style-type: none"> perfect tense regular verbs comparative and superlative in expressing opinions about subjects quantity words If clauses As identified by class teacher to meet the revision needs of their pupils following a departmental needs analysis and mock exams. | <p>Key content to be learned:</p> <p>Revision and Preparation for Assessment</p> <ul style="list-style-type: none"> To revise vocabulary, grammar, phonics, skills and strategy To practise exam style questions <p><u>Key Linguistic Content:</u></p> <ul style="list-style-type: none"> As identified by class teacher to meet the revision needs of their pupils following a departmental needs analysis and mock exams. |

| | | |
|--|--|--|
| <ul style="list-style-type: none"> Discuss school rules and pressures <p><u>Key Linguistic Content:</u></p> <ul style="list-style-type: none"> Expressions + infinitive The conditional of modal verbs The present and future tenses The passive Negative expressions Use of present, past and future tenses Use of direct object pronouns in the perfect tense Negatives reflexive constructions present continuous perfect tense regular verbs comparative and superlative in expressing opinions about subjects quantity words If clauses | | |
| <p><u>Key tasks for this module:</u></p> <p>KS3/GCSE Knowledge</p> <ul style="list-style-type: none"> Mock One – Listening Paper Mock One – Reading Paper Mock One – Speaking Paper Mock One – Writing Paper | <p><u>Key tasks for this module:</u></p> <p>KS3/GCSE Knowledge</p> <ul style="list-style-type: none"> Mock Two – Listening Paper Mock Two – Reading Paper Mock Two – Speaking Paper Mock Two – Writing Paper | <p><u>Key tasks for this module:</u></p> <ul style="list-style-type: none"> n/a GCSE Exam Season |

French Progression Model - Year 12

| | | |
|---|--|--|
| <p>Module Title: Introduction to current trends and artistic culture in the French-speaking world.</p> | <p>Module Title: Current trends and artistic culture in the French-speaking world and a film study.</p> | <p>Module Title: Developing our knowledge of the French-speaking world.</p> |
| <p>Learning Intent for this module:</p> <ul style="list-style-type: none"> ○ To help students to transition from GCSE to A Level by studying topics they are already familiar with (family, cinema, music and volunteering) and developing these. ○ To study the topic of cinema which provides students with the foundations to start analysing the film in module 2. ○ To understand and discuss changing values in Francophone society. To know what today's values are, how they have changed and how they may change in the future. ○ To develop confidence in the accurate use of increasingly complex linguistic structures and their application to the understanding of aspects of Francophone society and Popular Culture. | <p>Learning Intent for this module:</p> <ul style="list-style-type: none"> ○ To begin the film study as students are more confident with expressing their ideas in French now. ○ To study cyber-society and cultural heritage which build upon GCSE knowledge and help extend students understanding of Francophone culture. ○ To develop their understanding of culture in the French-speaking world. | <p>Learning Intent for this Module:</p> <ul style="list-style-type: none"> ○ To develop knowledge of the French speaking world ○ To complete IRP research. ○ To practise exam skills. ○ To develop understanding of changing attitudes within Francophone culture in relation to immigration, integration and multiculturalism. ○ To develop and apply analytical skills to the study of a book in order to produce detailed and sustained personal interpretations. |
| <p>Key Content to be learned:</p> <ul style="list-style-type: none"> ● To understand written and spoken texts about families, music, cinema and volunteering in France ● To start to translate texts based on families, cinema, music and volunteering in France ● To start to develop speaking skills around families, music, cinema and volunteering in France | <p>Key Content to be learned:</p> <ul style="list-style-type: none"> ● To understand written and spoken texts about cyber-society and cultural heritage in France ● To translate texts based on cyber-society and cultural heritage in France ● To develop speaking skills around cyber-society and cultural heritage in France ● To be able to write accurately about a film (themes, characters). ● To understand the language required to discuss a film. | <p>Key Content to be learned:</p> <ul style="list-style-type: none"> ● To understand the marking criteria for the IRP presentation and discussion ● To understand exam requirements ● To review key grammar points and complete peer-teaching assignment to demonstrate knowledge ● To develop speaking skills in context of IRP ● To be able to write accurately about a book (themes, characters) ● To understand written and spoken texts about diverse society in French speaking countries ● To translate texts based on diverse society in French speaking countries ● To develop speaking skills around diverse society in French speaking countries |

| | | |
|---|---|---|
| | | |
| <p>Key tasks for this module: Rigorous assessment to mimic end A- level exam covering listening, reading, speaking and writing.</p> <ul style="list-style-type: none"> • Speaking stimulus card- cinema • Reading comprehension-families • Listening comprehension-families • Writing-Translation to French- cinema • Reading-Translation to English- families | <p>Key tasks for this module: Rigorous assessment to mimic end A- level exam covering listening, reading, speaking and writing.</p> <ul style="list-style-type: none"> • Translation to English- cybersociety • Writing- Film essay 1 • Speaking stimulus card- music • Listening comprehension- music • Reading comprehension- cybersociety | <p>Key tasks for this module: Rigorous assessment to mimic end A- level exam covering listening, reading, speaking and writing.</p> <ul style="list-style-type: none"> • Paper 1- Listening, reading and writing (AS level date TBC) • Paper 2- writing (AS level date TBC) • Paper 3- speaking (AS level date TBC) • Writing- Novel essay • Reading- Translation to English- multiculturalism |

French Progression Model - Year 13

| | | |
|--|--|--|
| Module Title: Study of a book and current issues in the French speaking world | Module Title: Current issues and aspects of political life in the French speaking world | Module Title: A Level French revision |
| Learning Intent for this module: <ul style="list-style-type: none"> ○ To develop and apply analytical skills to the study of a book in order to produce detailed and sustained personal interpretations. ○ To understand and discuss issues surrounding the marginalised in the Francophone world and to express detailed opinions on the subject. ○ To understand and discuss issues surrounding criminality in the Francophone world and to express detailed opinions on the subject. ○ To understand and discuss the idea of politics and how and when we see this in the Francophone world. To express detailed opinions on this. | Learning Intent for this module: <ul style="list-style-type: none"> ○ To understand and discuss the idea of politics and how and when we see this in the Francophone world. To express detailed opinions on this. ○ To explain the changing political landscapes in France and the Francophone world to include demonstrations and strikes. ○ To develop confidence with exam-specific skills and assessment tasks in speaking, essay writing, listening, reading, summary writing and translation into and from target language. To know a variety of strategies and how to apply them. ○ To develop a detailed understanding of increasingly complex linguistic structures and their application to a deepening understanding of the Francophone world. ○ To recall and deepen understanding of modules from both Year 12 and Year 13. | Learning Intent for this Module: <ul style="list-style-type: none"> ○ To develop confidence with exam-specific skills and assessment tasks in speaking, essay writing, listening, reading, summary writing and translation into and from target language. To know a variety of strategies and how to apply them. ○ To develop a detailed understanding of increasingly complex linguistic structures and their application to a deepening understanding of the Francophone world. ○ To recall and deepen understanding of modules from both Year 12 and Year 13. |
| Key Content to be learned: <ul style="list-style-type: none"> ● To understand written and spoken texts about the marginalised and criminals in French speaking countries ● To translate texts based on the marginalised and criminals in French speaking countries ● To develop speaking skills around marginalised and criminals in French speaking countries ● To be able to write accurately about a book (themes, characters) ● To develop grammar knowledge | Key content to be learned: <ul style="list-style-type: none"> ● To understand written and spoken texts about teenagers and their right to vote, demonstrations/ strikes and politics and immigration in French speaking countries ● To translate texts based on teenagers and their right to vote, demonstrations/ strikes and politics and immigration in French speaking countries ● To develop speaking skills around teenagers and their right to vote, demonstrations/ strikes and politics and immigration in French speaking countries | Key Content to be learned: <ul style="list-style-type: none"> ● To review all vocabulary and key themes linked with Y12 and Y13 topics. ● To review of the film. ● To review of the book. ● To develop grammar knowledge. |

| | | |
|--|--|---|
| | <ul style="list-style-type: none"> • To review all vocabulary and key themes linked with Y12 and Y13 topics. • To review of the film. • To review of the book. • To develop grammar knowledge. | |
| Key tasks for this module: Rigorous assessment to mimic end A- level exam covering listening, reading, speaking and writing. <ul style="list-style-type: none"> • Paper 1- Listening, reading and writing (A level date TBC) • Paper 2- writing (A level date TBC) • Paper 3- speaking (A level date TBC) • Speaking stimulus card- marginalised • Writing- Novel essay | Key tasks for this module: Rigorous assessment to mimic end A- level exam covering listening, reading, speaking and writing. <ul style="list-style-type: none"> • Paper 1- Listening, reading and writing (A level date TBC) • Paper 2- writing (A level date TBC) • Paper 3- speaking (A level date TBC) • Reading- protests • Reading- Translation to English- multiculturalism | Key tasks for this module: <ul style="list-style-type: none"> • n/a – A level exam season |